

Industry Curriculum Framework Information Package

Information Technology 2007

For 2007 implementation

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https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html

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Information Technology

This section must be read in conjunction with the:

- Board of Studies Information Technology Syllabus (Parts A & B)
- Board of Studies ACE Manual
- Workplace Learning Handbook

The following information is provided for the Information Technology industry curriculum framework:

- Teacher training requirements
- Assessor qualifications
- Using qualified assessors
- Resource/equipment requirements
- Quality assurance requirements

Checklists

1. Teacher qualifications
2. Student work placement
3. Student assessment
4. Resources/equipment

Teacher training requirements

Qualification benchmark

A teaching qualification plus:

- system/sector accreditation (through pre-service teacher training or 3 years current experience) to teach Stage 6 Board-developed courses in Computing

or

- an Information Technology qualification at AQFII or higher (a *Computing in Education* qualification alone is not sufficient to meet the benchmark)

Eligibility to teach the nominated units of competency is achieved on:

- recognition of individual qualifications, industry experience or other training (RPL)

and/or

- satisfactory completion of the **approved training program**

Approved teacher training program – Information Technology

Approved teacher training program	Duration
Orientation Curriculum framework/syllabus orientation, competency based teaching and assessment, facilitating workplace learning.	2 days
Industry specific training Certificate III in Information Technology (ICA30105)	1 day workshop 3 days to complete distance learning activities
Industry placement Industry placement focuses on the IT industry environment. Teachers are provided with guidelines for placement during the orientation program.	1 day
Certificate IV in Training and Assessment (TAA40104)	Flexible

Teachers completing this training program are eligible to deliver and assess all units of competency in the Information Technology Curriculum Framework 240 hours course, plus some units of competency from the specialisation study.

Units of competency able to be delivered and assessed upon completion of the approved teacher training program

BSBCMN106A	Follow workplace safety procedures
ICAU1128A	Operate a personal computer
ICAD2012A	Design organisational documents using computing packages
ICAU2005A	Operate computer hardware
ICAU2006A	Operate computing packages
ICAU2013A	Integrate commercial computing packages
ICAU2231A	Use computer operating system
ICAW2001A	Work effectively in an IT environment
ICAW2002A	Communicate in the workplace

ICAD3218A	Create user documentation
ICAI3020A	Install and optimise operating system software
ICAS3031A	Provide advice to clients
ICAS3234A	Care for computer hardware
ICAT3025A	Run standard diagnostic tests
ICAU3004A	Apply occupational health and safety procedures
ICAB4169A	Use development software and IT tools to build a basic website
ICAI3110A	Implement system software changes
ICAS3121A	Administer network peripherals
ICAU3019A	Migrate to new technology
ICAU3028A	Customise packaged software applications for clients
ICAU3126A	Use advanced features of computer applications
ICPMM321A	Capture a digital image
ICAI3021A	Connect internal hardware components

Teachers wishing to deliver any units of competency from the specialisation study that are not listed above must:

1. Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency
2. Discuss the delivery of the unit(s) of competency with their vocational education consultant **prior** to delivery
3. If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency

Maintaining industry currency

The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.

Teachers can maintain industry currency through:

- industry contact and liaison
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers website at www.govet.nsw.edu.au
- supervision and assessment of students in the workplace.

Contact the vocational education consultant for more information.

Qualifications and industry experience

Teachers who have recent and relevant qualifications or experience may seek entry to, or exemption from, some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

Assessor qualifications

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198). Teachers can gain this qualification

through an approved teacher training program or through a process of recognition from an external RTO.

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.

Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO's responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

Single Assessor – an individual assessor conducts the assessment

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package;
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the necessary interpersonal and communication skills required in the assessment process.

Partnership arrangement – an assessor works with a technical expert to conduct the assessment

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the interpersonal and communication skills required in the assessment process.

A technical expert shall be a person:

- is deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the technical expert is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise with the assessor throughout the assessment process.

Partnership arrangement – an assessor works with workplace supervisor in collecting evidence for valid assessment

An assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package; and

- make the assessment decisions.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process;
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.

A workplace supervisor is required to:

- be deemed competent and, where possible, is to hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the workplace supervisor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise, where appropriate, with the assessor throughout the assessment process; and
- use agreed practices to gather and record evidence for the assessor to use in making a valid judgment on competency.

Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must include at least one person who:

- holds formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that members of the assessment team or panel involved in the assessment are able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

Resource/equipment requirements

Schools delivering units of competency in the Information Technology Framework must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. The following resources/equipment are required to deliver and assess the units of competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement).

All resource /equipment requirements must be read in conjunction with the Board of Studies Information Technology Syllabus (Parts A & B)

Common resources for all units of competency

- Personal computers:
 - connected to a network
 - with access to a printer and CD-ROM drive
 - with access to peripheral devices
- Standard software applications as used in current workplace practice, including at least:
 - spreadsheet, for example Microsoft Excel
 - word processor, for example Microsoft Word
 - database, for example Microsoft Access
 - operating system software, for example Windows XP
 - virus checking software, for example Norton Anti Virus
 - basic diagnostic software
 - HTML editor, for example Microsoft Front Page or Macromedia/Adobe Dreamweaver
- Internet access and associated software including:
 - email software, for example Microsoft Outlook
 - Web browser, for example Netscape or Internet Explorer
- Desirable:
 - touch typing application
 - presentation application, for example Microsoft PowerPoint, Lotus Freelance Graphics
 - graphics application capable of graphics manipulation, for example Adobe Photoshop or Illustrator
 - desktop publishing application, for example Microsoft Publisher, Adobe InDesign
- Workstations that can accommodate individual differences amongst students, such as adjustable chairs and/or tables
- A computing environment that adheres to Occupational Health and Safety regulations

Resources for compulsory units of competency in the 120 / 240 hours courses

BSBCMN106A Follow workplace safety procedures

Tools, equipment and resources

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

ICAU1128A Operate a personal computer

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources

ICAD2012A Design organisational documents using computing packages

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources

ICAU2005A Operate computer hardware

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources

ICAU2006A Operate computing packages

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- documents or information containing data suitable for use with computing packages

ICAU2013A Integrate commercial computing packages

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- document or information containing data suitable for use with multiple computing packages.

ICAU2231A Use computer operating system

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- software configuration guides
- documents detailing operating system control panel and configuration data.

ICAW2001A Work effectively in an IT environment

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources

ICAW2002A Communicate in the workplace

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- equipment to facilitate verbal and non-verbal communication with others
- clients and colleagues.

ICAD3218A Create user documentation

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- documentation standards
- access to information about system, platform, network or application being documented.

ICAI3020A Install and optimise operating system software

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- operating system software and technical documentation.

ICAS3031A Provide advice to clients

Tools, equipment and resources

To demonstrate competency in this unit the learner will require access to:

- peers and supervisors for obtaining information
- software, hardware and networks
- helpdesk repository.

ICAS3234A Care for computer hardware**Tools, equipment and resources**

To demonstrate competency in this unit the learner will require access to:

- the common resources, plus
- records and reports.

ICAT3025A Run standard diagnostic tests**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- security guidelines
- back-up procedures

ICAU3004A Apply occupational health and safety procedures**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- simulated workplace environment
- workplace OH&S policies.

ICAB4169A Use development software and IT tools to build a basic website**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- the common resources, plus
- basic website specifications and guide.

Resources for elective units of competency in the 60 / 120 / 180 / 240 hours specialisation study

The content and resource requirements of all units of all units of competency in the specialisation study are available for download from the National Training Information Service website at <http://www.ntis.gov.au/>.

Quality assurance requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:

- Teacher qualifications
- Student work placement
- Student assessment
- Resources/equipment

The checklists have been designed to be photocopied and completed by teachers implementing this course. Checklists for resources/equipment must be completed for both core and elective strands. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and forward them to the School Education Director

- Checklists for the Information Technology industry curriculum framework to be delivered in that year
- Principal's Confirmation of Quality Assurance Requirements (see General Information: Appendix 1)
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year)

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency that each student will be undertaking in the current calendar year and generating the Confirmation of VET Competencies report. This requires the completion of the *competencies entered* component of the eBOS-VCS. At the end of each year schools are responsible for entering for each student, via Schools On-line, the outcome of each unit of competency entered (using the Competency Outcomes shown in the list below). This information will be used to generate an AQF Statement of Attainment or Certificate and enables school-based RTOs to comply with reporting requirements.

Competency Outcomes

Outcome	Explanation
Achieved	Student has completed the unit of competency and has been assessed as competent in all elements.
Continuing	Student is enrolled in the unit of competency and training has commenced, however the final assessment for the unit will be conducted in the next calendar year. Note: If assessment was conducted in the same calendar year as the enrolment and the student was not competent, then a result of 'Competency not achieved' should be recorded. If the student attempts the unit of competency again in the next calendar year a new enrolment should be recorded.
Credit Transfer	Student has been awarded a recognised credential in the unit of competency at the same or another RTO and has provided evidence of this.
Not Achieved	Student has been assessed and is not competent in one or more elements of the unit of competency.
Did Not Start	Student was enrolled in the unit of competency, but training for the unit was not commenced.
Recognition of Prior Learning	Student has been assessed as competent for the whole unit of competency as a result of recognition of prior skills and knowledge.
Withdrawn	Student commenced training in the unit of competency but has withdrawn from the unit before assessment has been completed.